

1999 Wisconsin Reading Comprehension Test:

An Assessment of Primary-Level Reading at Grade Three

Test Results Interpretive Guide

EMBARGO

Information in the Wisconsin Reading Comprehension Test Reports and the Test Results Interpretive Guide is not to be released until

JULY 9, 1999

Results from the Wisconsin Reading Comprehension Test are embargoed and are not to be released or revealed locally by any school or district until July 9, 1999, when the Department of Public Instruction releases statewide results. Please review your district results so you are prepared to communicate with your constituents and local media after July 9, 1999. Thank you for your cooperation.

Questions regarding this publication and requests for additional copies should be directed to:

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Champaign, IL 61822
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After July 31, 1999,

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Wisconsin Reading Comprehension Test Results

Introduction

This booklet is intended to help districts understand and use the results of the 1999 Wisconsin Reading Comprehension Test: An Assessment of Primary-Level Reading at Grade Three. From 1989 through 1995, this test was called the Third Grade Reading Test.

Three statewide reports are presented in this booklet, as are samples of the district and school reports which you have received. In each case, there is a brief description and explanation of the report.

The Wisconsin Reading Comprehension Test was designed to gather three types of information:

- Reading Comprehension
- Prior Knowledge
- Reading Strategies

Although information was collected in each of the areas above, the performance standards are based only on the reading comprehension items. The information about reading strategies and prior knowledge was collected for the purpose of interpreting results on the comprehension items.

The statewide performance standards for the comprehension items on the test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a statewide panel of third grade teachers and district reading specialists. Results for the 1999 Wisconsin Reading Comprehension Test are reported in relation to these standards as the numbers and percents of students whose scores were in the Advanced, Proficient, Basic, and Minimal proficiency levels.

Standard (r), the Wisconsin Reading Comprehension Test standard, requires that district performance on the comprehension items be compared to statewide performance. The reports described on pages 7, 11, 14, and 20 accomplish this purpose.

The other reports described in this guide provide information which may assist districts in understanding and interpreting their results. For example, as you compare district and school results with the state performance data, it may be helpful to refer to the relationships between the reading comprehension scores and the scores on the prior knowledge and reading strategy questions. Likewise, the other reports may include information which can be used to explain and interpret the results for your district and schools within the district.

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Note: As a result of rounding, the figures on the reports do not always total 100%

THE 1999 WISCONSIN READING COMPREHENSION TEST: FACTS, SUGGESTIONS, AND CAVEATS

Features of the Test

- 1. The test has four purposes:
 - to identify the reading level of individual students with respect to statewide proficiency levels
 - to provide districts with information that will help them evaluate the effectiveness of their primary reading programs
 - to allow school districts to compare the performance of their students with state proficiency levels
 - to provide data for meeting federal and state statutory requirements with respect to student assessment
- 2. The reading passages on the test range in length from about 600 to 900 words for the expository passage, and from about 1,000 to 1,500 words for each of the narrative passages. The majority of the comprehension questions are inferential.
- 3. The 1999 test consisted of three reading passages (two narrative and one expository). Each passage was followed by a set of questions that measured reading comprehension. The students' test scores were based only on the reading comprehension questions. The test included 61 multiple-choice reading comprehension questions and two short-answer reading comprehension questions. The short-answer questions asked students to provide the answers, rather than selecting from given answer choices as in the multiple-choice questions. A student's response to each short-answer question on the 1999 test received three points for a correct response, two points for a partially correct response, one point for a minimal attempt, and zero points for an incorrect response. For each of the 61 multiple-choice questions answered correctly, a student received one point. A student's score for the multiple-choice questions was combined with the student's scores for the short-answer questions to produce the student's reading comprehension score for the test. The maximum possible score on the 1999 test was 67 points.
- 4. Scores on the reading strategy and prior knowledge items can be used to explain variations in the comprehension scores.
- 5. The test was developed by Wisconsin educators and MetriTech, Inc., under the direction of the Department of Public Instruction (DPI) and the State Superintendent's Wisconsin Reading Comprehension Test Advisory Committee. The steps in test development included the following: passage selection, item development, field testing, analysis of field test results, test revision, bias review, and preparation of the final test. The test was scored by MetriTech, Inc., under the direction of the DPI.

The Performance Standards and Proficiency Levels

- 1. The performance standards are based only on the comprehension items.
- 2. The performance standards for the 1999 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Members of the panel established performance standards using their professional judgment regarding what is appropriate reading performance in four levels of proficiency for third grade students. Student performance is reported in Minimal, Basic, Proficient, and Advanced proficiency levels.

Interpreting, Using, and Reporting Test Results

- 1. Guard against generalizing from the results of the Wisconsin Reading Comprehension Test to the total school or district educational program.
- 2. Performance on the Wisconsin Reading Comprehension Test reflects the entire K-3 instructional program, not just the third grade program/teacher.
- 3. If small numbers of students are tested, the performance of the group is affected significantly by a few high-performing or low-performing students. When small numbers of students are tested in a school or district, there may be a significant variation from one year to the next.
- 4. Be careful about reporting results by demographic groups, particularly if the numbers are small, such that individual students might be identified. Districts and schools should take appropriate steps to protect the privacy of individual students.
- 5. If significant differences exist among schools in your district, consider carefully how you will phrase your explanation to the school board and other audiences. The results on prior knowledge and reading strategies may provide information which is helpful to explain the results. Additional factors, such as the number of students tested at each school and various demographic characteristics may account for differences among schools. (Also keep in mind that there is variation among districts and schools in terms of the number and percent of S/Dis and LEP students who were not tested. The decision to test students was a district decision, based on DPI guidelines.)
- 6. The rule for Standard (r) requires the Department of Public Instruction to report each school district's test results, for the school district and for each school in the district, to the school district board.
- 7. Standard (r) does not require reporting the results for each student to the student's parent or guardian. The Parent/Guardian Reports are provided should you choose to report to the parents or guardians.
- 8. Districts must consider students who score in the Minimal proficiency level on the Wisconsin Reading Comprehension Test as possible candidates for remedial reading services. Standard (c) requires each school district to provide remedial reading services for pupils in grades kindergarten through four if:
 - the pupil fails to meet the reading objectives specified in the school district's reading curriculum plan;
 or
 - the pupil fails to score above the Minimal proficiency level on the Standard (r) Wisconsin Reading Comprehension Test, and
 - a. the pupil's parent or guardian and a teacher agree that the pupil's test performance accurately reflects his or her reading ability, or
 - a teacher determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects his or her reading ability.

Additionally, Standard (c) requires that if fewer than 80% of the pupils score above the Minimal proficiency level, either in the district or in any school in the district, the district shall develop a written plan which includes the following:

- a. a description of how the district will provide remedial reading services,
- b. a description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies, and
- c. an assessment of the school district or individual school's reading program.

- 9. Read the test carefully before you discuss the results with representatives of the media, members of the school board, etc. More detailed information about the Wisconsin Reading Comprehension Test may be found in the Wisconsin Reading Comprehension Test Handbook.
- 10. The State Superintendent of Public Instruction will report statewide results on July 9, 1999. Test results are embargoed until that date. An alphabetical listing of all districts and schools within districts will be reported. This listing will show the percent of students whose scores were Minimal, Basic, Proficient, and Advanced. Also included in this listing will be the number and percent of students not tested.

The 2000 Test

The 2000 test will consist of new passages but will be similar in format to the test used in 1999. There will be a three-week testing period: March 6-24, 2000.

Statewide Reports

The following three reports on pages 7-9 show actual statewide data with which you can compare your district performance data.

Proficiency Levels

This report appears as the first page of the Comprehension Performance Report Summary by District and by School Within District. It shows which comprehension scores fall into each proficiency level: Advanced, Proficient, Basic, and Minimal. The performance standards for the 1999 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent after considering the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Panel members had recommended performance standards, based on their professional judgment regarding what are appropriate reading proficiency levels for third grade students. A general description of each proficiency level is shown below:

Advanced Distinguished in the content area. Academic achievement is beyond mastery. Test score

provides evidence of in-depth understanding in the academic content area tested.

Proficient Competent in the content area. Academic achievement includes mastery of the important

knowledge and skills. Test score shows evidence of skills necessary for progress in the

academic content area tested.

Basic Somewhat competent in the content area. Academic achievement includes mastery of most of

the important knowledge and skills. Test score shows evidence of at least one major flaw in

understanding the academic content area tested.

Minimal Limited achievement in the content area. Test score shows evidence of major misconceptions

or gaps in knowledge and skills tested in the academic content area.



1999 Wisconsin Reading Comprehension Test

An Assessment of Primary-Level Reading at Grade Three

Proficiency Levels

Proficiency Level	Comprehension Score
Advanced	62 or more points
Proficient	from 49 through 61 points
Basic	from 32 through 48 points
Minimal	from 0 through 31 points

Students Not Tested

The Comprehension Performance Report Summary by District and by School Within District includes a column called "Total Number of Students Not Tested." The figures in this column represent the numbers of students not tested in each school and district.

Students were $\ensuremath{\text{not}}$ tested for one of three reasons:

- 1. Absent. These students were absent during the testing period, including makeup testing sessions.
- Students with Disabilities (S/Dis). Based on DPI guidelines for testing Students with Disabilities, districts determined that the Reading Comprehension Test was inappropriate for these students.
- 3. Limited English Proficient (LEP). These students were not tested because their English language skills did not meet criterion (e), as defined under the DPI rules in the Wisconsin Code (PI 12.03(3)): "Understands and speaks English well but needs assistance in reading and writing in English to achieve at a level appropriate for his or her age or grade."

Note: On the following pages of this report, to protect the privacy of individual students, data are not reported for districts or schools with five or fewer students enrolled in third grade. In these cases, dashes will appear in the data columns.

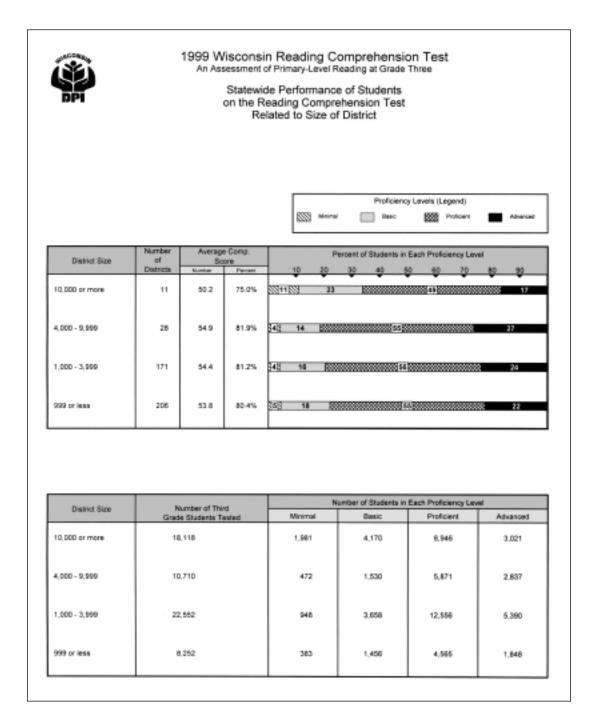
Statewide Performance of Students on the Reading Comprehension Test Related to Size of District

Note: Districts will not receive separate copies of this report.

This report shows how students in four different district size categories performed on the test.

The first table lists the number of districts in each size category and the average comprehension score for the students. The bar graphs are shaded to show the proportion of students falling into each of the four performance categories. Percentages less than 3% are not printed on the bars.

The second table shows the number of students who were tested in each of the four district size categories and the numbers of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels.



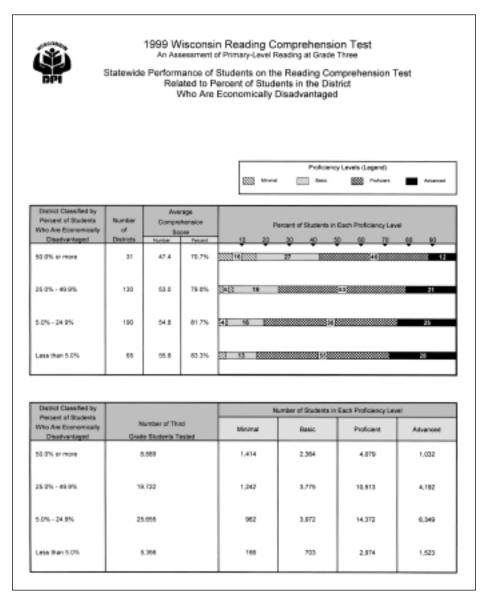
Statewide Performance of Students on the Reading Comprehension Test Related to Percent of Students in the District Who Are Economically Disadvantaged

Note: Districts will not receive separate copies of this report.

This report shows the performance of students in districts related to the percent of children in the district who are economically disadvantaged. An "economically disadvantaged" student is a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch (< = 185% of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students consistent with this DPI definition.

In the first table, districts are classified into four categories, based on the percent of children who are economically disadvantaged: 50.0% or more, 25.0-49.9%, 5.0-24.9%, and less than 5.0%. The number of districts in each category and the average comprehension score of the students are shown in the next two columns. (Note: the comprehension scores are for all students in the district, not just those who are economically disadvantaged.) The bar charts are shaded to show the proportion of students falling into each of the four proficiency levels. Percentages less than 3% are not printed on the bars.

The second table shows the number of economically disadvantaged students in each of the four categories and the numbers of students whose scores were Minimal, Basic, Proficient, and Advanced.



Sample District and School Reports

The sample reports which follow are included to assist in interpreting the reports from the scoring contractor. In 1999, reports were sent to districts in two shipments. Shipment #1 included the Student Roster and Parent/Guardian reports. All other reports were included in Shipment #2.

Student Roster

The Student Roster report shows individual student performance on each part of the test. At the end of the report are averages for the district and school. (Note: This report was sent to districts in Shipment #1.)

Maximum Possible Score is the highest score that can be obtained on each part of the test.

Total Comp. (Total Comprehension) is the comprehension score of each student for the three passages.

Prof. Level (Proficiency Level) shows whether the student's score was Minimal, Basic, Proficient, or Advanced on the comprehension items.

The three columns under **Comprehension** show each student's comprehension score for each passage.

The three columns under **Prior Knowledge** show the number of prior knowledge items the student answered correctly for each passage.

The three columns under **Reading Strategy** show the number of reading strategy items related to each passage that the student answered correctly.

Student Name Maximum Posable Score STUDENT, SAMPLE 6. STUDENT, SAMPLE 6. STUDENT, SAMPLE 0. STUDENT, SAMPLE 0.	Total Prof tong Less 67 29 Minim		Comprehension					District-3	School Gode	: 8888-88	
Student Name Student Name Maximum Posable Score MINIMUM Posable Score STUDENT, SAMPLE 6. STUDENT, SAMPLE 0. STUDENT, SAMPLE 0. STUDENT, SAMPLE 0.	50mp Leve 67 26 Minim			0				District-	School Code	r: 8888-88	
Student Name Minimum Possible Score ** STUDENT, SAMPLE 6. STUDENT, SAMPLE 0. STUDENT, SAMPLE 0. STUDENT, SAMPLE 0. STUDENT, SAMPLE 0.	50mp Leve 67 26 Minim			n							
Maximum Possible Score STUDENT, SAMPLE A. STUDENT, SAMPLE C. STUDENT, SAMPLE D. STUDENT, SAMPLE D.	67 26 Mnim		Pass 2		P	nor Knowledg	e	Reading Strategy			
STUDENT, SAMPLE A. STUDENT, SAMPLE B. STUDENT, SAMPLE C. STUDENT, SAMPLE D. STUDENT, SAMPLE D.	26 Moin	21		Pass 3	Pass 1	Pass 2	Page 3	Pass 1	Pass 2	Pass 3	
STUDENT, SAMPLE 8. STUDENT, SAMPLE C. STUDENT, SAMPLE D. STUDENT, SAMPLE E.			19	27	7	6	7	- 5	- 5	4	
STUDENT, SAMPLE C. STUDENT, SAMPLE D. STUDENT, SAMPLE E.	41 East			6	4	2	3	3	3		
ITUDENT, SAMPLE D. ITUDENT, SAMPLE E.		16	12	13	2			2	3	3	
TUDENT, SAMPLE E.	59 Profice 59 Profice		17	24 22	:	6	5	1 1	3 5	1 1	
	58 Profice		10	24	,	6	7		5	;	
DOGG CHEST	44										
	61 Profice 56 Profice		16	25 20		6 5		:	1 1	4	
	24 Moin		7	5	6	5	á	1 ;	3	1 5	
TUDENT, SAMPLE I.	20 Minim			4	2	1	3	2	2		
10000111	Sill Profice	nt 19	18	21	,	6		,	4	3	
TUDENT, SAMPLE K.	22 Minim		6		2	1	3	1	2		
STUDENT, SAMPLE L.	64 Advanc		18	25	7	6	7		5	4	
	41 Basi		13	14		3	3	4	4	2	
	56 Basi 40 Basi		12	9 7	1 1	5 5	:	3 5	1 1	2 0	
	16 Minim		3	. 6	1.	2	4 1	3	2		
	64 Advance 46 East		111	26 16	',	6	, ,	5 1	5 5	1 1	
	58 Profici		16	22	,	3 1				1 4	
STUDENT, SAMPLE T.	20 Minim		8	6		4	3	2	2	- 1	
TUDENT, SAMPLE U.	50 Profice	17	13	28	5	6		3	4	2	
	36 Basis		11	11	5	3	;	1 4		1 4	
TUDENT, SAMPLE W.	67 Advanc	ed 21	19	27	7	6	7	- 1			
	27 Minim		10	9		4		1 1	4	4	
TUDENT, SAMPLE Y.	21 Minim	10	11	10	,	3	5		4	3	
	68 Advanc	ad 21	18	26	7	6	7	5	5	4	
	43.9 66.8	15.1 16.8	13.0	15.7 19.4	5.4 5.9	4.4 8.0	6.2 5.8	3.6 4.2	3.8 4.3	2.8 3.4	

Comprehension Score Frequency Distribution

The Comprehension Score Frequency Distribution report shows the number and percent of students receiving each of the possible scores, ranging from 0 through 67 points. Also shown are the cumulative frequencies and cumulative percentages.

In the example report shown, 28 students in the district received a score of 45. This represents 2.2% of the students in the district. The Cumulative Frequency indicates the number of students in the district who received a score of 45 or less, in this case, 333. The Cumulative Percent indicates the percent of students in the district who received a score of 45 or less, in this case, 25.8%.

At the bottom of the report are descriptive statistics. The Possible High and Low Scores are given. The Obtained High Score and Obtained Low Score show the highest and lowest scores obtained by students at the school, district, and state levels. Also shown are the mean, standard deviation, and median for the school, district, and state.

		Comp	prehension	Score Fro	equency (Distributio	on					
District N School N			nool Dist A			Dis	trict-Scho	ol Code: 8	888-888			
		lool			Dist	trict		State				
 Freq.	Corn. Freq.	4	Com. %	Freq.	Curr. Freq.	%	Dum %	% Cum. %				
1	60	1.7%	100.8%	- 4	1,291	0.3%	100.0%	0.8%	100.0%			
	59	1.7%	98.3%	17	1,297	2.8%	99.7%	1.9%	99.2% 97.3%			
1 2	58	3.3%	96.7%	49	1,341	3.7%	98.1%	47%	94.0%			
1	56	1.7%	93.3%	63	1,195	4.9%	92.4%	5.2%	80.2% M PS			
1 1	88 54	3.3%	91,7%	94 74	1,130	6.5% 5.7%	87.5% 81.0%	5.9%	70.0%			
	52	0.0%	86.7%	57	972	4.4%	79.2%	5.9%	72.1%			
4	52	6.7%	80.7% 80.0%	64 65	915 951	5.0% 5.0%	70.9% 65.9%	5.0%	66.2% 50.6%			
3 0	48 45	0.0%	76.0%	49	786	3.8%	60.8%	4.8%	95.3%			
1	45	5.0%	75.0%	47	737	3.6%	67.7%	4.5%	90.8%			
1	42 41	0.0%	70.0%	42	690	3.3%	53.4%	4.2% 3.7%	41.9%			
1	41	1.7%	68.3%	61	608	4.0%	47.7%	3.4%	38.1%			
3	40	5.0%	66.7%	46 36	587	2.8%	43.7%	2.7%	34.7%			
1 1	37	6.7%	61.7%	33	475	2.6%	20.8%	2.4%	29.0%			
1	33	1.7%	55.0%	33	442	2.8%	34.2%	2.7%	26.6%			
	32 32	0.0%	53.3% 83.3%	26 23	409 281	1.0%	31.7% 29.5%	1.9%	22.4%			
ž	32 32	3.5%	53.3%	29	358	1.9%	27.7%	1.8%	20.5%			
1	30	1.7%	50.0% 48.3%	28 15	333 305	1.2%	25.8%	1.8%	18.9%			
0 1	29 29	5.7%	48.3%	19	290	1.5%	22.5%	1.2%	15.1%			
1	26	1.7%	45.7%	16	271	1.2%	21.0%	1.1%	14.9%			
	27 23	175	45.0% 38.3%	21 21	258 235	1.6%	10.8%	1.0%	12.8%			
i i	22	1.7%	36.7%	12	214	0.9%	10.0%	0.9%	11.0%			
1 1	21	1.7%	35.0%	11	202	0.9%	16.6%	0.8%	10.0%			
0	20	3.3%	33.3%	10	190	0.9%	12.9%	0.7%	8.4%			
2 2	16	3.3%	30.0%	11	170	0.9%	13.2%	0.6%	1.7%			
0 0	16	1.7%	25.7%	11	159	0.6%	12.3%	0.6%	7.4%			
Ť	15	1.7%	25.0%	11	140	0.9%	10.0%	0.5%	6.9%			
1 1	14	1.7%	23.5%	11	129	0.0%	10.0%	0.5%	6.2% 5.8%			
ò	12	0.0%	20.0%	5	110	2.4%	0.5%	0.4%	5.3%			
0	12	0.0%	29.0%		108	0.6%	8.1%	0.5%	4.8%			
2 2	12	3.3%	20.0%	8 7	97	0.5%	7.5%	0.4%	4.9%			
0		0.8%	13.3%		82	0.5%	9.4%	0.4%	3.7%			
2	0	3.3%	13.3%		76 68	0.6%	5.2%	2.4%	3.4%			
0		1.2%	10.0%	8 7	60	0.5%	4.5%	0.3%	2.8%			
0	5	0.0%	8.3%		53	0.5%	4.5%	0.0%	2.3%			
2	3	1.2%	8.3% 5.0%		47	0.4%	3.3%	12%	1.7%			
0	2 2	0.0%	3.3%		36	0.5%	2.8%	0.0%	1.4%			
0	2 2	1.7%	3.3%	1 1	30 24	0.5%	1.9%	12%	0.8%			
	1 1	0.0%	1.7%	3	19	0.2%	1.5%	0.2%	0.7%			
1 1	1 1	1.7%	1.7%	!	16	0.5%	1.2%	0.1%	0.5%			
	0	0.0%	0.0%	3 2	10 7	0.2%	0.8% 0.5%	8.1%	0.3%			
		0.0%	0.0%	2	5	0.2%	0.4%	0.1%	0.2%			
	0	0.0%	0.0%		3 3	0.0%	0.2%	10%	0.1%			
:		0.0%	0.0%	1	2	0.1%	0.2%	0.0%	0.1%			
	0	0.0%	0.0%	1 1	1	0.0%	0.1%	0.0%	0.1%			
	0	0.0%	0.0%	1 1		0.0%	0.7%	0.0%	0.0%			
		0.0%	0.0%	6	i i	0.0%	0.0%	0.8%	0.0%			
		0.0%	0.0%		0	0.0%	0.0%	0.0%	0.0%			
	1 1	0.0%	0.0%		0	0.0%	0.0%	0.7%	0.0%			
		0.0%	0.0%		- û	0.0%	0.0%	0.0%	0.0%			
		Descript	tive Statistics			e Statistics		Descripti	ve Statistic			
Possible t	tigh Score		67			97			67			
Obtained i	Low Score		0 67			0 97			67			
	Low Score		14			5			0			
	Mean		43.9		50	.0			3.2			
	Std. Dev.		14.5		12				1.D			

Note: The two reports described on pages 12 and 13 are both printed on the same page in the reports provided by the scoring contractor.

Report of Third Grade Students Tested and Not Tested

This report shows the number and percent of third grade students at the state, district, and school levels who were tested and not tested.



1999 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

Report of Students Tested and Not Tested

District Name: Sample School Dist A School Name: Sample School A District-School Code: 8888-8888

	Sta	ate	Dis	trict	Sch	nool
	Number	Percent	Number	Percent	Number	Percent
Total Students Enrolled	64,282	100.0%	1,528	100.0%	79	100.0%
Students Tested	59,632	92.8%	1,291	84.5%	60	75.9%
Students EXCLUDED from Testing						
Absent	215	0.3%	3	0.2%	0	0.0%
Students with Disabilities	3,012	4.7%	66	4.3%	4	5.1%
Limited English Proficient	1,423	2.2%	168	11.0%	15	19.0%
Total Students Excluded	4,650	7.2%	237	15.5%	19	24.1%

In this example report, the district had 1,528 students enrolled in the third grade. Of these students, 1,291 were tested. Of the students not tested, 3 were absent, 66 were excluded because they were Students with Disabilities and 168 were excluded because of Limited English Proficiency.

Total Students Excluded is the sum of students who were not tested for all reasons.

Students with Disabilities and Limited English Proficient Students Tested

This report shows the number of Students with Disabilities and Limited English Proficient students for the state, district, and school. The number and percent of these students tested are also shown.

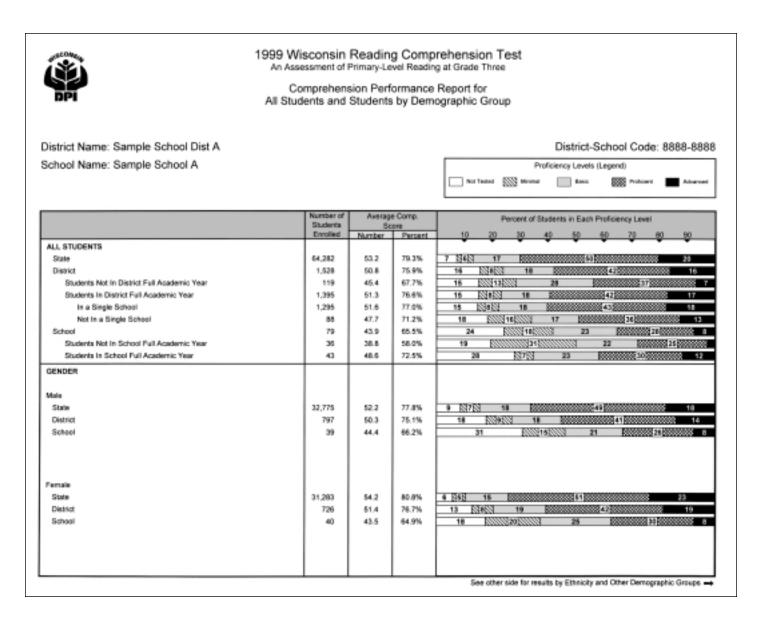
Students with Disabilities and Limited	English Proficient										
Students Tested											

		State			District		School					
	No. Students	No. Tested	% Tested	No. Students	No. Tested	% Tested	No. Students	No. Tested	% Tested			
Students with Disabilities	8,162	5,035	61.7%	192	119	62.0%	9	4	44.4%			
Limited English Proficient	2,482	981	39.5%	185	17	9.2%	23	8	34.8%			

In the above example, there are 192 third grade students in the district who were Students with Disabilities. Of this number, 119 or 62.0% were tested.

Comprehension Performance Report for All Students and Students by Demographic Group

This two-sided report, shown on pages 14 and 15, summarizes comprehension scores for all students and by gender, ethnicity, and several other demographic categories. Results are shown for the state, district, and school.



The first column of numbers on this report shows the total number of all third grade students enrolled, the number of males and females enrolled, the number of students enrolled in each ethnic category, and the number of students enrolled in the other demographic categories.

The column called **Average Comp. Score** shows the average comprehension score (the number and percent of comprehension points).

The third column shows the percent of students whose scores were Minimal, Basic, Proficient, and Advanced for the state, district, and school. The three bar charts (one for the state, one for the district, and one for the school) are shaded to show the proportion of students falling into each of the four performance categories (Minimal, Basic, Proficient, and Advanced). The numbers printed on the bars are the percentages of students falling into the particular category. Percentages less than 3% are not printed on the bars.

ontinued from other side.)	Number of Students		e Comp. ore	Percent of Students in Each Proficiency Level
	Enrolled	Number	Percent	10 20 30 40 50 60 70 80 90
ETHNICITY				
American Indian or Alaskan Native			l .	
State	898	49.1	73.3%	7 10 25 46
District	83	45.1	67.3%	10 18 27 200000000 100000000
School	a l	45.4	69.2%	16
Asian or Pacific Islander	"	40.4	99.234	A0000000000000000000000000000000000000
			77.00	
State	2,215	52.1	77.8%	40 14 00000000334000000000
District	143	49.2	73.4%	71 5 9 88881588
School	16	45.4	67.7%	60 31 3333 1963
Black (Not of Hispanic Origin)				
State	7,359	44.9	67.0%	8 29 20000000000000000000000000000000000
District	54	45.1	67.3%	11 17 30 33
School	9	35.5	53.0%	
	9	30.5	53.0%	11 33 44
Hispanic	4.222	40.4	77.00	44 PM4PM 44 ROUGHOUGH - PROPERTY
State	2,655	49.1	73.3%	27 [76] 19 [00000000000000000000000000000000000
District	93	48.7	72.7%	73 543 4 8888 1788
School	12	46.5	69.8%	67 80 0 80
White (Not of Hispanic Origin)				The statement of the st
State	50,698	54.6	81.5%	5 4 15 55 24
Datrict	1,147	51.6	77.1%	4 8 9 8 20 20
				The state of the s
School	34	44.6	66.6%	6 21 27 27 16 16 16 17
Combined Groups (Small Number)				
State	0	0.0	0.0%	
District	0	0.0	0.0%	
School	0	0.0	0.0%	
OTHER				
Limited English Proficient				
State	2,482	48.4	72.2%	61 848 12 8000022030000
		49.6	74.0%	
District	185			91
School	23	47.D	70.2%	65 17 2000 17
English Proficient				
State	59,942	53.3	79.5%	5 St S 17 0000000000000000000000000000000000
District	1,115	51.3	76.7%	4 (0)(9)(0) 20 44 19
School	55	43.4	64.8%	6 26 26 33
Mignant.			41.4.4	* 1111111111111111111111111111111111111
State	496	50.3	75.1%	15 10 24 25 25 25 25 25 25 25 25 25 25 25 25 25
				10 24 50
District	5	56.0	83.6%	60 (40)
School	1 1	55.0	82.1%	100
Von-Migrant				
State	61,746	53.2	79.4%	7 [[6]] 17 [00000000000000000000000000000000000
District	1,244	51.3	76.6%	13 (8) 18 (00000000000000000000000000000000000
School	77	43.7	65.2%	23 (18) 23 (27)
Students with Disabilities	"	40.7	00.2.0	20000 PROVING NA BOOKSOOD P BOOKSOOD
State	8.162	41.5	61.9%	38 (18.11) 20 (0000021)
District	192	36.2	54.0%	38 26 20 00 14 00
School	9	20.6	42.9%	56 22 22
Vondisabled			I	
State	54,330	54.3	81.0%	[42] 16 Section 54 Section 23
District	1,156	52.3	78.1%	16 New 18
School	70	45.0	67.1%	20 17 23 21
	70	40.0	47.134	## E000011 E00001 ## E000000000 21 E000000000
Conomically Disadvantaged		40.0	75.00	44 50044500 44 500000000000000000000000
State	18,979	48.2	71.9%	13 (11) 24 (4)
District	526	46.8	69.9%	31 1000 20 20
School	59	41.2	61.5%	24 20 25 000000027
Not Economically Disadvantaged		7.1.2		Title pilling - processor - processor
State	43.352	55.2	82.3%	5 14 53
District	814	53.0	79.1%	5 14 53 6 (6 3 17 41 22
			77.5%	21 311 16 32
School	19	51.9	27.5%	21 16 32

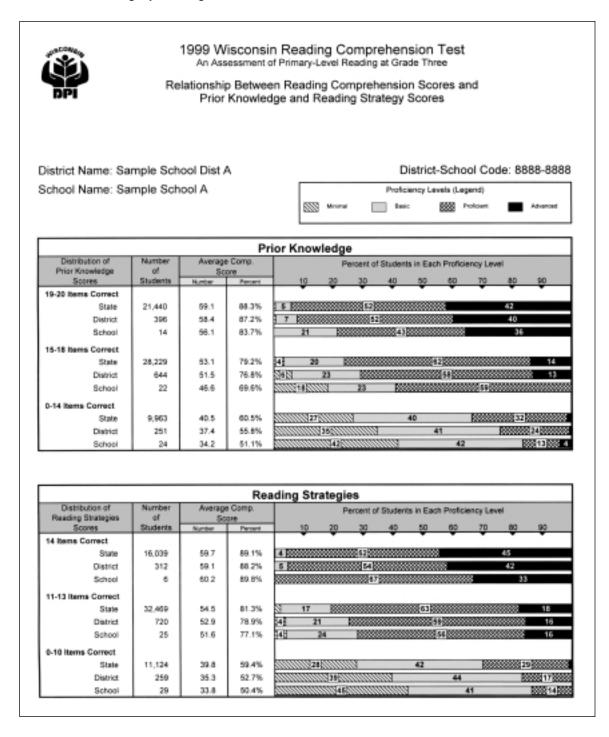
Note: Districts should avoid reporting data for small groups of students in such a way that individual students might be identified.

Relationship Between Reading Comprehension Scores and Prior Knowledge and Reading Strategy Scores

The purpose of this report is to show how students' reading comprehension scores relate to students' scores on the prior knowledge and reading strategy questions. The report also allows for a comparison of district and school results with the state results.

For each of the charts below, statewide frequency distributions of students' scores in prior knowledge and reading strategies for all three passages were divided into three categories.

In the example shown, at the state level, 21,440 of the students' prior knowledge scores fell into the top category. These students averaged 88.3% correct on the comprehension items. Conversely, the 9,963 students in the bottom category averaged 60.5% correct on the test.



Note: The two reports described on pages 17 and 18 are printed on the same page in the reports provided by the scoring contractor.

Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Passage

The purpose of this report is to show how students' responses to the prior knowledge questions for each passage relate to the students' reading comprehension scores.

The prior knowledge scores for each of the three passages on the test are broken into three categories. These categories are based on the number of prior knowledge questions that students throughout the state answered correctly.

For Passage 1, the number of students at the state, district, and school levels falling into each of three prior knowledge categories is shown. Students in the top category answered all seven of the prior knowledge items correctly. In the example district shown, 511 students answered seven items correctly; these students averaged 83.2% correct on the passage. In contrast, the 146 students in the district who answered 0-4 of the prior knowledge questions correctly averaged 58.5% correct.

The figures for Passages 2 and 3 are interpreted similarly. There were six prior knowledge items for Passage 2 and seven prior knowledge items for Passage 3.



1999 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

District Name: Sample School Dist A District-School Code: 8888-8888

School Name: Sample School A

Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Passage

Passa	ge 1		Passa	ge 2		Passa	ge 3	
Distribution of	Number	Average	Distribution of	Number	Average	Distribution of	Number	Average
Prior Knowledge	of	Comp.	Prior Knowledge	Of Charles	Comp.	Prior Knowledge	Of	Comp.
Scores	Students	Score	Scores	Students	Score	Scores	Students	Score
7 Items Correct			6 Items Correct			7 Items Correct		
State	23,664	85.6%	State	27,995	85.7%	State	25,992	86.3%
District	511	83.2%	District	564	84.3%	District	472	85.3%
School	18	79.1%	School	18	82.5%	School	12	84.7%
5-6 Items Correct			5 Items Correct			6 Items Correct		
State	29,008	78.5%	State	16,971	79.3%	State	17,401	80.1%
District	634	74.0%	District	362	75.7%	District	381	77.8%
School	27	65.7%	School	11	63.9%	School	15	73.3%
0-4 Items Correct			0-4 Items Correct			0-5 Items Correct		
State	6,960	61.7%	State	14,666	67.3%	State	16,239	67.5%
District	146	58.5%	District	365	63.1%	District	438	64.2%
School	15	48.8%	School	31	56.1%	School	33	54.9%

Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Passage

The purpose of this report is to show how students' responses to the reading strategy questions relate to the students' reading comprehension scores.

The reading strategy scores for each of the passages on the test are broken into three categories. These categories are based on the number of reading strategy questions that students throughout the state answered correctly.

For the first passage, the number of students at the state, district, and school levels falling into each of three categories is shown. Students in the top category correctly answered five of the reading strategy items for Passage 1. In the example district shown, 686 students answered five items correctly; these students' average comprehension score on the passage was 83.8% correct. The 248 students who answered 0-3 items correctly had an average comprehension score on the passage of 56.3% correct.

The figures for Passages 2 and 3 are interpreted similarly. There were five strategy items for Passage 2 and four strategy items for Passage 3.

Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Passage

Passa	ge 1		Passa	ge 2	Passage 3					
Distribution of Strategy Scores	Number of Students	Average Comp. Score	Distribution of Strategy Scores	Number of Students	Average Comp. Score	Distribution of Strategy Scores	Number of Students	Average Comp. Score		
5 Items Correct			5 Items Correct			4 Items Correct				
State	33,145	85.6%	State	30,014	85.2%	State	38,462	84.79		
District	686	83.8%	District	622	83.5%	District	803	82.39		
School	19	83.9%	School	17	78.2%	School	24	76.49		
4 Items Correct			4 Items Correct			3 Items Correct				
State	15,676	77.5%	State	19,875	78.4%	State	14,036	75.19		
District	357	74.2%	District	461	74.5%	District	318	71.49		
School	14	69.3%	School	24	67.9%	School	17	65.59		
0-3 Items Correct			0-3 Items Correct			0-2 Items Correct				
State	10,811	62.8%	State	9,743	63.3%	State	7,134	58.79		
District	248	56.3%	District	208	56.2%	District	170	53.89		
School	27	50.5%	School	19	51.0%	School	19	51.69		

Parent/Guardian Report

Districts receive one Parent/Guardian Report for each child who was tested. Districts are not required by Standard (r) to report each child's results to the parent(s) or quardian(s). However, districts may wish to do so. For this reason, reports for each child were provided in Shipment #1.



Wisconsin Department of Public Instruction John T. Benson, State Superintendent

1999 WISCONSIN READING COMPREHENSION TEST

An Assessment of Primary-Level Reading at Grade Three

Parent/Guardian Report

District Name: Sample School Dist A School Name: Sample School A

Dear Parent/Guardian of SAMPLE C. STUDENT:

This is your copy of the 1999 Wisconsin Reading Comprehension Test results for your child. This test was developed by the Department of Public Instruction's Office of Educational Accountability and a committee of Wisconsin educators. The test was administered to all third grade students in Wisconsin in the spring of 1999. Students were given three passages to read. The material was typical of what third graders read in school. Each passage was followed by a set of questions measuring reading comprehension. Following are the test results for your child:

TEST RESULTS

Highest Possible Comprehension Score on the Test Comprehension Score for the Student

The State of Wisconsin, Department of Public Instruction, using a committee of teachers and reading specialists, has established proficiency levels based on the comprehension questions. Four categories of scores were identified:

> Proficiency Level Score Range

62 or more points

Advanced =

Proficient = from 49 through 61 points

from 32 through 48 points

Minimal = from 0 through 31 points

On this test, your child's score was in the Proficient level.

Parents/Guardians Can Help Their Children Become Better Readers:

Your child's reading activities in school and away from school are all important. Encouraging your child to read for fun, reading aloud to your child, and having your child read aloud to you or someone else are practices that have been shown to help children become successful readers. Successful readers should be able to read a variety of fiction and nonfiction materials. Your librarian can help you and your child select appropriate books and magazines. You may also want to talk to your child's teacher about your child's reading progress.

For More Information:

You can find out more about this test by contacting your child's teacher, principal, or your school district administrator.

Under the heading called Test Results, is shown the comprehension score for the student. Also shown is the highest possible score.

A student's score is classified into one of four levels of proficiency: Advanced, Proficient, Basic, or Minimal. For example, a student must have a comprehension score of 62 or more to score in the Advanced level. The performance of a student who received a score of 49 through 61 is in the Proficient level. A score of 32 through 48 is in the Basic level, and a score of 0-31 is in the Minimal level.

Comprehension Performance Report Summary by District and by School Within District

This report is an alphabetical listing of all Wisconsin school districts and schools within each district showing the numbers and percents of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels. Also shown for each district and school are the number of third grade students enrolled and the number and percent of students not tested. In schools or districts in which the number of third grade students enrolled is five or fewer, results are not presented in order to protect the privacy of those students. In these cases, dashes appear in the data columns.



1999 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

PAGE 1

Comprehension Performance Report Summary by District and by School Within District

William Cold		Number	-		Students Tested										
District/ School Code	District/School Name	Students		ested	Min	imal	Ba	sic	Prof	cient	Adva	anced			
		Enrolled	No.	%	No.	- %	No.	- %	No.	- %	No.	- 5			
	STATEWIDE (ALL DISTRICTS/SCHOOLS)	64,282	4,650	7.2%	3,784	5.9%	10,814	16.0%	31,938	49.7%	13,096	20.4			
0007 0007-0020	Abbotsford Sch Dist Abbotsford El	50 50	3 3	6.0%	4 4	8.0% 8.0%	14 14	28.0% 28.0%	24 24	48.0% 48.0%	5 5	10.0			
0014 0014-0130 0014-0380 0014-0140 0014-0180 0014-0200	Adama-Friendship Area Sch Dist Adama-Friendship El Castle Rock El Grand Marsh El Pine Land El Roche A Cri El	164 72 25 26 16 15	21 15 2 1 1 2	13.6% 20.8% 8.0% 3.8% 6.3% 13.3%	9 0 4 4	6.8% 0.0% 0.0% 15.4% 25.0% 6.7%	31 15 5 6 5	20.1% 20.8% 20.0% 23.1% 31.3% 0.0%	67 27 15 13 4 8	43.6% 37.5% 60.0% 50.0% 25.0% 53.3%	26 15 3 2 2 4	16.5 20.6 12.6 7.3 12.5 26.7			
0063 0063-0020	Albany Sch Dist Albany El	44 44	0	0.0%	8	0.0%	10 10	22.7% 22.7%	29 29	65.9% 65.9%	5 5	11. 11.			
0070 0070-0020	Algoma Sch Dist Algoma El	35 35	0	0.0%	3 3	8.6% 8.6%	14 14	40.0% 40.0%	15 15	42.9% 42.9%	3 3	8.			
0091 0091-0080	Alma Center Sch Dist Lincoln El	49 40	6	15.0% 15.0%	0	0.0%	7 7	17.5% 17.5%	22 22	55.0% 55.0%	5 5	12 12			
0084 0084-0020	Alma Sch Diet Alma El	28 28	1	3.6% 3.6%		0.0%	5 5	17.9% 17.9%	17 17	60.7% 60.7%	5 5	17. 17.			
0105 0105-0060	Almond-Bancroft Sch Dist Bancroft El	29 29	0	0.0%		0.0%	3 3	10.3% 10.3%	19 19	65.5% 65.5%	7 7	24. 24.			
9112 0112-0080	Altoona Sch Dist Pedersen Ei	90 90	6	6.7% 6.7%	6	6.7% 6.7%	18 18	20.0% 20.0%	47 47	52.2% 52.2%	13 13	14. 14.			
0119 0119-0020	Amery Sch Dist Lien El	154 154	15 15	9.7% 9.7%	4	2.6% 2.6%	20 20	13.0% 13.0%	78 78	50.6% 50.6%	37 37	24. 24.			
0140 0140-0020 0140-0090 0140-0100	Antigo Sch Diet Anivas III Crestwood El East El Liv El	192 12 18 21 4	2 0 0 1	1.0% 0.0% 0.0% 4.8%	13 1 0 0	6.8% 8.3% 0.0% 0.0%	37 3 4 3	19.3% 25.0% 22.2% 14.3%	107 6 10 13	66.7% 50.0% 53.6% 61.9%	23 2 4 4	17. 16. 22: 19.			
0140-0160 0140-0160 0140-0200 0140-0200 0140-0240 0140-0260	Mattoon EI North EI Pleasant View EI River Crowe EI Spring Valley EI West EI	11 28 23 15 19	0 1 0 0 0	0.0% 3.6% 0.0% 0.0% 0.0%	3 1 3 4	0.0% 3.6% 13.0% 6.7% 15.8% 9.8%	2 3 4 8 3	18.2% 10.7% 17.4% 53.3% 15.8% 17.1%	8 16 13 6 9 23	72.7% 57.1% 56.5% 40.0% 47.4% 56.1%	1 7 3 0 4	9. 25. 13. 0. 21. 17.			
0147 0147-0060 0147-0080	Appleton Area Sch Dist. Bedger El Columbus El	1,023 35 32	133 2 6	13.0% 5.7% 18.8%	28 2 0	2.7% 5.7% 0.0%	143 9 6	14.0% 25.7% 18.8%	467 14 16	45.7% 40.0% 50.0%	252 8 4	24. 22. 12.			

Item Analysis

This report shows district-level numbers and percents of students selecting each answer choice for each test question. Note that the sample questions (1, 2, 10, 11, and 12) are not included. Questions 61 and 98 were short-answer questions. For these questions, the number and percent of students receiving a score of "0" are indicated in column "A", column "B" shows the number and percent of students receiving a score of "1", column "C" shows the number and percent of students receiving a score of "2", and column "D" shows the number and percent of students receiving a score of "3".



1999 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

Item Analysis

District Name: Sample School Dist A

District-School Code: 8888-0000

Respons	50	Α		В		C		D		Oth	er t	Respon	Response			В		0		D		Oth	er†
Item		No.	-%	No.	%	No.	%	No.	%	No.	%	Item		No.	%	No.	%	No.	%	No.	%	No.	%
Prior Knowledge	6 7 8	1,158 11 55 945 927 1,160 1,021	66.7%* 0.9% 4.3% 73.3%* 71.8%* 66.9%* 79.1%*	62 27 1,106 149 150 84 30	6.4% 2.1% 91.9% 11.6% 10.1% 6.6% 2.5%	50 1,262 49 194 253 48 239	3.9% 97.0% 3.6% 15.0% 16.0% 3.6% 16.5%				0.1% 0.1% 0.1% 0.2% 0.1% 0.1% 0.1%	Compre- hension	55 56 57 59 59 60 61‡	1,822 25 40 13 763 175 37	79.2%* 2.7% 3.1% 1.0% 99.1%* 12.6% 2.9%	92 72 1,000 1,129 236 725 94	7.1% 5.8% 79.8% 68.2% 18.3% 56.9% 7.3%	89 1,053 111 77 168 296 378	6.9% 81.6% 6.6% 6.0% 13.0% 16.0% 29.3%	83 118 108 60 120 170 782	5.4% 9.1% 6.4% 4.6% 9.3% 13.2% 60.6%	5 13 2 2 4 5 0	0.4% 1.0% 0.2% 0.2% 0.3% 0.4% 0.4%
	13 14 15 16 17	52 10 130 55 20 872	4.0% 0.8% 10.1% 4.3% 1.5% 67.8%*	112 8 57 1,136 30 62	0.7% 0.6% 4.4% 87.6% 2.5% 4.8%	1,070 1,238 1,011 20 52 170	82.9%* 85.9%* 78.9%* 1.5% 2.5% 13.2%	57 34 92 79 1,199 186	4.4% 2.8% 7.1% 6.1% 92.9% 14.4%	1 2 10 1	0.0% 0.1% 0.1% 0.2% 0.8% 0.1%	a di	62 63 64 65 66	30 53 1,158 35 355	2.7% 4.1% 89.7% 2.7% 27.6%	37 1,001 83 34 863	2.9% 79.9%* 6.4% 2.8% 68.8%*	1,221 203 47 1,219 71	94.6%* 15.7% 3.6% 94.4%* 5.5%		:	3 4 3 2 2	0.2% 0.3% 0.2% 0.2% 0.2%
nprehension	19 29 21 22 23 24 25	688 59 47 25 951 59 587 238	66.8% 4.8% 3.6% 1.8% 73.7% 4.8% 46.2%	160 1,100 1,060 1,170 76 43 549	12.4% 85.2% 82.1% 90.6% 5.9% 3.3% 42.5%	43 47 51 37 163 1,147 40 261	3.9% 3.6% 4.0% 2.9% 12.6% 88.6% 3.1% 20.2%	197 78 124 44 100 41 104 640	15.3% 6.0% 9.6% 3.4% 7.7% 3.2% 8.1% 50.2%	7 9 15 1	0.2% 0.5% 0.5% 1.2% 0.1% 0.1% 0.1%	Prior (nowledge	67 69 70 71 72 73	1.134 100 63 785 16 41 1.124	87.8% 7.7% 4.9% 60.0% 5.8% 0.2% 87.1%	44 1,063 1,176 159 189 1,181 79	3.4% 02.3%* 01.0%* 12.3% 14.6% 91.5%* 6.7%	110 126 81 345 1,025 67 88	8.8% 9.8% 4.0% 26.7% 79.4% 5.2% 6.7%			***********	0.2% 0.2% 0.2% 0.2% 0.2% 0.2% 0.2%
2	28 27 28 29 30 31 32 33	1,097 29 1,102 191 81 42 90	24.8% 85.0%" 3.0% 85.4%" 14.8% 6.3% 3.3% 3.8%	62 113 70 958 20 43 43	4.8% 0.0% 0.4% 74.2% 1.6% 0.0% 3.0%	48 1,105 28 46 39 1,155 1,133	3.5% 85.6% 2.2% 3.6% 3.6% 89.5%	73 32 89 90 1,148 49 62	5.7% 2.5% 6.8% 7.0% 88.8% 3.8% 4.8%	14 2 6 3 2 3	1,1% 0,2% 0,2% 0,5% 0,2% 0,2% 0,2%		74 75 76 77 78 79 80 81	15 176 97 47 136 796 985 102	1.2% 13.8% 7.5% 3.6% 10.5% 61.7% 76.2% 7.9%	\$5 210 1,034 135 948 114 58 33	4.3% 16.3% 10.5% 10.5% 10.5% 4.5% 4.5%	23 215 57 107 29 52 106 1,022	1.8% 16.7% 4.4% 8.3% 3.0% 4.0% 6.2% 76.2%	1,193 680 94 997 163 316 136 126	92.4%* 52.7%* 7.3% 77.2%* 12.6% 24.6% 10.5% 9.8%	5 8 9 8 5 13 6	0.4% 0.6% 0.7% 0.4% 0.4% 1.0% 0.5%
9.5	16	1,115 85 81 1,025 137	88.4%* 6.6% 4.0% 79.4%* 10.6%	69 1,155 128 145 94	5.3% 89.5%* 9.9% 11.2% 7.3%	106 49 1,111 120 1,857	8.1% 3.8% 88.1% 9.3% 81.9%	:		2 1 1 3	0.2% 0.2% 0.1% 0.1% 0.2%	hension	82 83 84 85 86 87	49 36 69 49 94 132	2.0% 2.7% 5.0% 3.8% 7.0% 10.2%	62 128 57 1,060 1,027 130	4.8% 8.8% 4.4% 81.3%* 76.6%* 10.7%	1,042 802 114 130 99	80.7%* 72.2%* 8.8% 10.1% 7.7% 6.4%	129 189 1,943 51 64 940	10.0% 14.6% 80.6% 4.0% 5.0% 72.6%	9 7 9 11 7 6	0.7% 0.5% 0.7% 0.9% 0.5%
Prior	18 40 41 42 43 44	294 1,111 18 92 50 914	18.7% 86.1%* 1.4% 7.1% 3.8% 70.8%*	964 22 1,249 29 1,018 148	74.7% 1.7% 90.7% 2.2% 78.9% 11.5%	89 156 22 1,167 220 227	6.9% 12.1% 1.7% 90.4%* 17.6% 17.6%			4 2 2 2 2 2	0.2% 0.2% 0.2% 0.2% 0.2% 0.2%	Comp	80 80 90 91 92 93 94	16 862 109 854 1,842 77 127	1.2% 66.8% 10.8% 73.9% 80.7% 6.0%	31 87 1,004 187 95 63 112	2.4% 6.7% 79.3% 8.3% 4.3% 4.9% 8.7%	140 82 60 72 130 1,079	10.8% 6.4% 4.6% 5.6% 9.3% 83.6%* 11.2%	1,096 253 62 548 71 67 901	84.9%* 19.6% 4.6% 11.5% 5.5% 5.2% 69.6%*	8 7 6 10 3 5	0.6% 0.5% 0.5% 0.6% 0.2% 0.4%
	45 48 47 48	54 47 211 62 70	4.2% 3.8% 16.3% 4.0% 5.7%	30 1,089 933 131 47	2.5% 84.4%* 72.5%* 10.1% 3.6%	96 53 74 1,025 42	7.4% 4.1% 5.7% 78.4% 3.3%	1,109 101 71 81 1,127	85.9%* 7.8% 5.5% 6.3% 87.3%*	2 1 2 2 2	0.2% 0.1% 0.2% 0.2% 0.2%		95 96 97 90 0	196 56 58 195	15.2% 4.5% 4.5% 15.1%	750 601 44 667	58.7%* 62.0%* 3.4% 47.0%	83 184 1,086 348	6.4% 14.3% 84.8%* 27.0%	256 259	19.8% 18.5% 6.2% 10.9%	6 9 14 0	0.5% 0.7% 1.1% 0.0%
Jaudinoc	10 12 13 14	63 34 211 681 82	4.9% 2.6% 16.3% 52.7% 6.4%	39 30 909 101 252	3.0% 2.3% 70.4%* 7.8% 19.5%	58 1,114 87 173 841	4.5% 86.3%* 6.7% 13.4% 65.1%*	1,127 112 82 329 114	87.2% 8.7% 6.4% 28.8% 8.8%	4 1 2 7 2	0.2% 0.1% 0.2% 0.6% 0.2%	5 등 등	99 90 91 82	95 1.171 46 56	7.4% 90.7% 9.6% 4.3%	1,172 95 227 1,081	90.8%* 4.3% 17.8% 83.7%*	21 62 1,015 152	1.6% 4.8% 76.6% 11.6%	1	:	3 3 3 3	0.2% 0.2% 0.2% 0.2%

A death $|\cdot|$ indicates this response was not an option for this item. Sample questions are not instuded in this report (terms 1, 2, 10, 11, 6.12), \pm item 61 and 68 are short answer items. For these terms W = V, V = V, V = V, and V = V.

[†] Number and percent of students who multiply-marked or omitted this item.

"An asterisk (*) indicates the correct response for this item.